



K-3 Plus Education Annual Report

for the School Year 2012–2013 November 2013

Hanna Skandera, Secretary of Education



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The State of New Mexico

K–3 Plus Annual Report For School Year 2012–2013 Issued December 2013

Susana Martinez
Governor

Hanna Skandera Secretary of Education

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Notes

 This document is available at <u>www.ped.state.nm.us</u>. Click on the A–Z directory to locate it under "K–3 Plus."

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Executive Summary

K–3 Plus was established in 2007 as a six-year pilot project that permitted schools with high numbers of disadvantaged students to begin the school year 25 days earlier for kindergarten through third grade. The purpose of K–3 Plus is to demonstrate that increased instructional time narrows the achievement gap and results in higher test scores.

- In the summer of 2012, K–3 Plus served 7,136 students in 74 different schools. The program effectively targeted high-needs students with participants more likely than other students to qualify for free or reduced-price lunch, be Hispanic, Native American, and/or English language learners, or have been retained at least once.
- Participating schools are required to assess students in literacy using DIBELS Next, and in math through
 the New Mexico Standards Based Assessments. Results are reported to the Public Education
 Department (PED) and used in evaluation of the program.
- Programming requirements include daily evidence-based literacy instruction of at least 90 minutes in kindergarten and 120 minutes in grades 1 through 3 using school's core curriculum and the state's three tiered Response to Intervention (RtI) framework. Additionally, the schools must make every effort to keep the students grouped in the same class with the same teacher in the regular school year.
- During the 2012 legislative session, K–3 Plus was converted from a pilot project to a program in the PED. Additional funding resulted in significantly increased applications for the 2012–2013 school year. The increased funding also enabled the PED to hire additional staff to expand monitoring for quality of instruction, adherence to program requirements, and implementation guidelines.
- A July 2012 Legislative Finance Committee report cited a study conducted by Utah State University that "found positive effects on third-grade reading, writing, and math SBA performance and estimated the benefits from reduced grade retention and remediation services offset all K–3 Plus costs." 1

New Mexico Legislature Finance Committee. (2012). *Developing early literacy in New Mexico*. (Report No. 12-05). Santa Fe: New Mexico, Legislature, Finance Committee. Retrieved December 7, 2012, from

Introduction

In 2007, House Bill 198 established K-3 Plus, a six-year pilot project that permitted schools with high numbers of disadvantaged students to expand the school year by 25 days for their kindergarten through third grade. The purpose of K-3 Plus was "to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, increases cognitive skills and leads to higher test scores for all participants."² After five years as a pilot project, K-3 Plus was converted to a program in the PED through the enactment of House Bill 14 in the 2012 legislative session. A non-reverting fund consisting of appropriations, gifts, grants and donations was created to support the program. Funding to participating local education agencies was established at "no less than thirty percent of the unit value per student."3 As its first year as a permanent program, K-3 Plus served 7.136 students in 74 different schools. In alignment with state reading initiatives, participating schools were asked to emphasize literacy instruction, particularly for the lowest-performing students. "This program should be an integral part of the district or charter program to ensure that all children read by third grade. It is important to prioritize data-driven literacy instruction and interventions to the lowest 25% of students in each grade level." K-3 Plus effectively targets high-needs students through the eligibility requirement that funded schools have 85% or higher students eligible for free or reduced-fee lunch at the time of application. Students participating in K-3 Plus are more likely than other students to qualify for free or reduced-price lunch, be Hispanic, Native American, and/or English learners (ELs), or have been retained at least once.

While emphasizing literacy and targeting high-needs students, K–3 Plus is not a remediation program. As much as possible, the program is run as a 25-day early start of the regular school year. Participating schools must provide special education services and other interventions according to the students' individualized education programs (IEPs) and to the state's three-tiered Response to Intervention (RtI) framework. Participating schools are asked to make every effort to group students into classes with the same teacher they will have during the regular school year. The emphasis of K–3 Plus is on increasing quality instructional time rather than on providing a different type of instruction.

The K–3 Plus advisory committee as appointed by the Secretary of Educaion, composed of representatives of school districts that participate in K–3 Plus and other stakeholders, met twice this year advising the department on K–3 Plus implementation.

K–3 Plus PED staff actively recruited districts for the (FY 13–FY14) K–3 Plus program by meeting with districts and their staff and informing them of the purpose and benefits for their students. Revisions to the application and alignment with assurances were made to clarify purpose of the K–3 Plus program. A preparation and planning day for staff at all K–3 Plus schools will be provided for the study of student data to inform classroom practices and for collaboration amongst school personnel.

A K–3 Plus orientation session was held for all new coordinators to the program in 2012. Professional Development is provided for all staff in K–3 Plus schools in the area of best literacy, EL, and mathematic practices.

A K–3 Plus district final reflection report has been created and will be included with the K–3 Plus application which is due November 30, of the program year. This will allow districts/schools to review their application for successes, areas for study, and to effectively plan for the next K–3 Plus program year.

² Subsection A of Section 22-13-28 NMSA 1978.

³ Section 22-13-28 NMSA 1978 (amended).

⁴ Kindergarten Through Third Grade Plus Project Extended School Year Opportunity July–August 2012 Technical Assistance, PED, page 2.

Statutory Requirements

This section describes the laws and rules that apply to K-3 Plus in relevant part as follows:

K-3 Plus 22-13-28. K-3 Plus; eligibility; application; reporting and evaluation.

AN ACT

RELATING TO PUBLIC SCHOOLS; CONVERTING K-3 PLUS FROM A PILOT PROJECT TO A PROGRAM IN THE PUBLIC EDUCATION DEPARTMENT TO PROVIDE ADDITIONAL EDUCATIONAL TIME FOR DISADVANTAGED STUDENTS; MAKING AN APPROPRIATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1.Section 22-13-28NMSA 1978 (being Laws 2007, Chapter12, Section 1) is amended to read:

"22-13-28.K-3 PLUS--ELIGIBILITY--APPLICATION-- REPORTING AND EVALUATION.--

- A. The six-year K-3 plus pilot project has demonstrated that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students and increases cognitive skills and leads to highertest scores for all participants.
- B. The "K-3 plus" program is created in the department to provide funding for additional educational time for disadvantaged students in kindergarten through third grade. K-3 plus shall be administered by the department and shall provide the funding for approved full-day kindergarten and grades one through three to be extended by at least twenty-five instructional days, beginning up to two months earlier than the regular school years.
- C. K-3 plus shall be conducted in high-poverty public schools. For the purposes of K-3 plus, "high-poverty public school" means a public school in which eighty-five percent or more of the students are eligible for free or reduced-fee lunch at the time the public schoolapplies for the program.
- D. The department shall promulgate rules for application requirements and procedures and criteria for evaluating applications. In evaluating applications for K-3 plus, the departmentshall grant priority to those schools with research-based, scientific readingstrategies and programs. An applicant shall demonstrate that its K-3 plus program will meet all department standards and employonly qualified teachers and other staff.
- E. K-3 plus programs shall be funded at no less than thirty percent of the unit value per student. Up to two percent of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K-3 plus students.
- F. Schools that are awarded funding for K-3 plus for the next school year shall benotified by April 15 of the calendar year.

- G. The department shall provide additional professional development for K-3 plus teachers in how young children learn to read. Teachers and educational assistants shall be paid at the same rate and under the same terms for K-3 plus as teachers and educational assistants are paid for regular educational programs.
- H. Students participating in K-3 plus shall be evaluated at the beginning of K-3 plus, and their progress shall be measured through standardized assessments as follows:
 - (1) in literacy, an assessment approved and provided by the department that measures theacquisition of reading skills, including phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension in kindergarten and in grades one through three; and
 - (2) in numeracy, in grades three and four.
- I. The department shall establish reporting and evaluation requirements for participating schools, including student and program assessments. The department shall report annually to the legislature and the governor on the efficacy of K-3 plus.
- J. The department may use up to four percent of any appropriation made by the legislature for K-3 plus for professional development for participating educators and department administrative costs.
- K. The department shall develop and disseminate information on best practices in the areas of student recruitment, retention and academic success of early learners.
- L. The secretary shall appoint a "K-3 plus advisory committee" composed of representatives of school districts that participate in K-3 plus and other stakeholders. The advisory committee shall meet twice a year to advise the department on K-3 plus implementation."

SECTION 2. A new section of Chapter 22, Article 13 NMSA 1978 is enacted to read:

"K-3 PLUS FUND--CREATED--ADMINISTRATION--CURRENT APPROPRIATION.--The "K-3 plus fund" is created as a nonreverting fund in the state treasury. The fund consists of appropriations, gifts, grants and donations. The department shall administer the fund and money in the fund is appropriated to the department for K-3 plus programs, K-3 plus-related professional development and department administrative costs as provided in Section 22-13-28NMSA 1978. Any unexpended or unencumbered balance of the fiscal year 2012 appropriation for K-3 plus in Subsection1 of Section 4 of Chapter 179 of Laws 2011 shall not revert to the general fund and shall be transferred to the K-3 plus fund."

Detailed Report

Demographics

During the summer of 2012, 73 schools and one state charter ran K–3 Plus programs. There were 7,136 students served with an average attendance rate by school of 89%.

K–3 Plus effectively targets high-risk students. Students participating in K–3 Plus are more likely to qualify for free or reduced-price lunch, be Hispanic, Native American, and/or English language learners, or have been retained at least once. Of the 7,136 students served during the summer of 2012 they were comprised of the following:

76% Hispanic, compared to 60% statewide

17% Native American, compared to 9% statewide

38% English language learners, compared to 20% statewide

Program Requirements

Schools funded through the K–3 Plus program are required to implement the following components:

Assessment

Students participating in K–3 Plus shall be evaluated at the beginning of K–3 Plus, and their progress shall be measured through standardized assessments as follows:

- In literacy, the state adopted assessment for K–3 Plus (DIBELS Next) in kindergarten and in grades one through three for progress monitoring, and three benchmark dates.
- In math, in grades three and four with the New Mexico Standards Based Assessment (SBA).

DIBELS Next: Week 1 and 2 of K-3 Plus Extended School Year:	Week 3 of K–3 Plus	Week 5 of K–3 Plus	1 st 10 Days Of Regular School Year	4th Week of Regular School Year and Continuing Throughout the School Year
Progress monitoring measures: administer the same measures that appear on the Beginning of the Year (BOY) Benchmark with the exception of Letter Naming Fluency (LNF) in Kindergarten in the first five (5) days of the K–3 Plus Extended School Year and upload to Wireless Generation by 09/16/2012	Progress monitoring for Intensive students to monitor instructional success and influence instruction	Progress monitoring for Intensive and Strategic students to monitor instructional success and influence instruction	Beginning of Year (BOY) Benchmark for K–3 Plus students	Begin progress monitoring cycle for all Intensive and Strategic students to monitor instructional success and influence instruction. Schedule: Every two weeks for Intensive students and every four weeks for Strategic students

- Because the K–3 Plus Project is designed as a longitudinal study, assessment data is required for
 participating students. Consequently, a participating school must plan for the administration of the state
 adopted assessment, including the use of the progress monitoring tool, to all participating students as
 they progress through kindergarten, first, second, and third grades. Schools administering the stateapproved assessment must contract with the PED-approved vendor to gather and report the assessment
 data.
- Schools must comply with annual and interim reports as required by the PED for student and program
 assessments. This may require input of assessment data into the STARS system and/or a K–3 Plus
 database.

Instruction

- The daily schedule for each classroom must show more time devoted to literacy instruction for all students than during the regular school year. Kindergarten should have at least 90 minutes and grades 1 through 3 should have 120 minutes of instruction throughout the day using evidence-based programs and tools. This instruction should be developmentally appropriate and intentional using a balance of instructional strategies. The writing process should be included. Kindergarten activities should include time in learning centers.
- Programs should use both the adopted core curriculum and evidence-based intervention programs. If an
 intervention program has been unsuccessful in increasing student achievement during the regular school
 year, another evidence-based program must be implemented.
- The schedule must include time for all students to practice independent reading.
- The expectation is that the school will make every effort to meet the same mandatory class size requirements as during the school year.
- The school will make every effort to keep the classroom of students with the K–3 Plus teacher in the regular school year. K–3 Plus classrooms that are not staffed by the same teacher during the regular school year must be identified and prior permission must be obtained in writing from the K–3 Plus Program Manager to be eligible for reimbursement.

Evaluation and Reporting

- The PED will evaluate to determine the effectiveness of the K–3 Plus pilot program. All school sites receiving funding must agree to participate in all evaluation activities.
- As part of the evaluation, a school-level K–3 Plus class roster file report may be requested by the PED.
- All K–3 Plus students must be reported to the PED through the STARS system. Assessment data may also be required to be entered into the STARS system or a K–3 Plus database.
- Site visits by evaluators and/or the PED may also be conducted.
- Assessment data from the state adopted assessment and SBA must be available to the department through a department-approved process.
- Assessment information will be required in report format to include demographic data. The state may
 request additional information regarding staffing, endorsements, and licensure levels; program elements;
 professional development activities; parent involvement activities; implementation challenges, obstacles,
 and suggested modifications.

	K–3 Plus Student Summary		Fiscal Yo	ear 2009	Fiscal Y	ear 2010	Fiscal Yo	ear 2011	Fiscal Y	ear 2012	Fiscal Y	ear 2013
	N-3 Plus Stut	dent Summary	Summe	er 2008	Summe	er 2009	Summe	er 2010	Summe	Summer 2011		er 2012
#	LEA	SCHOOL	# Students in Application	# Students Registered								
1	Albuquerque Public Schools	Adobe Acres Elementary	320	203	235	66	166	123	196	133	196	148
2	Albuquerque Public Schools	Alamosa Elementary	139	137	266	160	218	168	238	191	198	191
3	Albuquerque Public Schools	Armijo Elementary	120	68	99	142	Not fu	ınded	Did no	t apply	Did no	t apply
4	Albuquerque Public Schools	Atrisco Elementary	80	50	80	69	60	0	Did not	apply	Did no	t apply
5	Albuquerque Public Schools	Barcelona Elementary	204	134	216	191	234	139	133	117	144	98
6	Albuquerque Public Schools	Christine Duncan Heritage Charter									44	25
7	Albuquerque Public Schools	Dolores Gonzales Elementary	84	78	142	108	163	117	136	107	136	92
8	Albuquerque Public Schools	Duranes Elementary	140	116	146	163	178	131	174	108	182	193
9	Albuquerque Public Schools	East San Jose Elementary	160	78	165	154	165	155	189	122	145	125
10	Albuquerque Public Schools	Edward Gonzales/Helen Cordero	215	201	314	214	77	48	107	65	88	30
11	Albuquerque Public Schools	El Camino Real Academy Charter									30	28
12	Albuquerque Public Schools	Helen Cordero Elementary	With Edwar	d Gonzales	With Edwar	d Gonzales	256	215	285	212	232	181
13	Albuquerque Public Schools	Emerson Elementary	212	126	130	124	184	100	100	62	92	36
14	Albuquerque Public Schools	Eubank Elementary	164	118	180	144	168	140	134	124	140	65
15	Albuquerque Public Schools	Eugene Field Elementary	134	89	160	117	150	104	131	102	96	67
16	Albuquerque Public Schools	Hawthorne Elementary	85	65	80	83	95	92	135	115	180	126
17	Albuquerque Public Schools	Kirtland Elementary	106	111	195	133	104	83	147	103	133	101
18	Albuquerque Public Schools	Kit Carson Elementary	84	60	153	133	160	84	129	72	150	77
19	Albuquerque Public Schools	La Luz Elementary	100	71	100	65	110	79	105	81	100	80
20	Albuquerque Public Schools	La Mesa Elementary	160	133	130	129	226	178	200	164	200	165
21	Albuquerque Public Schools	Lavaland Elementary	225	82	113	118	162	140	150	146	153	145
22	Albuquerque Public Schools	Los Padillas Elementary	95	97	132	90	110	88	136	75	96	61
23	Albuquerque Public Schools	Lowell Elementary	22	11	Did no	t apply	86	86	128	72	145	114
24	Albuquerque Public Schools	Mountain View Elementary	171	126	168	114	160	116	100	76	105	85
25	Albuquerque Public Schools	Reginald Chavez	160	112	202	286	Not funded (d	istrict funded)	243	152	200	169
26	Albuquerque Public Schools	Valle Vista Elementary	265	123	152	154	180	151	193	119	177	130
27	Albuquerque Public Schools	Wherry Elementary	124	69	148	115	128	108	128	100	121	102
28	Albuquerque Public Schools	Whittier Elementary	64	60	95	73	95	83	103	75	119	76

Page		K 3 Dlue Student Summary		Fiscal Y	ear 2009	Fiscal Ye	ear 2010	Fiscal \	'ear 2011	Fiscal Y	ear 2012	Fiscal Y	ear 2013
Fig. Parallel Public Schools Algodones Elementary 75 66 79 64 84 84 86 96 96 96 97 96 97 96 97 98 98 98 98 99 99 99		N-3 Plus Studen	it Summary	Summe	er 2008	Summe	er 2009	Summ	er 2010	10 Summer 2011			
Bemaililo Public Schools Santo Domingo Elementary 120 101 200 93 183 95 Did not apply Did	#	LEA	SCHOOL	in		in		in		in		in	# Students Registered
Carrizozo Municipal Schools Carrizozo Elementary 51 44 46 45 50 40 Did πot apply Did πot apply	29	Bernalillo Public Schools	Algodones Elementary	75	65	79	64	84	67	Did no	t apply	Did no	t apply
2	30	Bernalillo Public Schools	Santo Domingo Elementary	120	101	200	93	183	95	Did no	t apply	Did no	t apply
33 Central Consolidated Schools Newcomb Elementary 162 68 81 67 School closed School closed 34 Central Consolidated Schools Newcomb Elementary 162 104 206 130 170 111 164 119 126 35 Central Consolidated Schools Newcomb Elementary 162 104 170 84 163 138 148 125 119 36 Central Consolidated Schools Nizhoni Elementary Did not apply Did not	31	Carrizozo Municipal Schools	Carrizozo Elementary	51	44	46	45	50	40	Did no	t apply	Did no	t apply
34 Central Consolidated Schools Newcomb Elementary 162 104 206 130 170 111 164 119 126 126 135 Central Consolidated Schools Nizhoni Elementary 162 104 170 84 163 138 148 125 119 112 90 151 136 137 112 90 151 137 112 90 151 137 135 141 112 90 151 137 135 141 132 134 132 134 133 138 1	32	Central Consolidated Schools	Naschitti Elementary	162	59	125	50	78	48	69	40	61	36
35 Central Consolidated Schools Nizhoni Elementary 162 104 170 84 163 138 148 125 119	33	Central Consolidated Schools	Nataani Nez Elementary	162	68	81	67	Schoo	ol closed	School	closed	School	closed
Second	34	Central Consolidated Schools	Newcomb Elementary	162	104	206	130	170	111	164	119	126	121
37 Central Consolidated Schools Mesa Elementary Did not apply Did n	35	Central Consolidated Schools	Nizhoni Elementary	162	104	170	84	163	138	148	125	119	83
Clovis Cameo Elementary Did not apply 36	36	Central Consolidated Schools	Eva B. Stokely Elementary	Did no	t apply	Did not	apply	Did n	ot apply	112	90	151	127
39 Cuba Independent Schools Cuba Elementary 70 49 70 139 178 135 141 109 169	37	Central Consolidated Schools	Mesa Elementary	Did no	t apply	Did not	apply	Did n	ot apply	148	132	134	97
Deming Public Schools Battan Elementary 70 49 70 139 178 135 141 109 169	38	Clovis	Cameo Elementary	Did no	t apply	Did not	apply	Did n	ot apply	Did no	t apply	Did no	t apply
Deming Public Schools Bell Elementary Seming Public Schools Columbus Elementary Seming Public Schools Columbus Elementary Seming Public Schools Columbus Elementary Seming Public Schools Seming Public S	39	Cuba Independent Schools	Cuba Elementary					Did n	ot apply			36	18
Deming Public Schools Columbus Elementary 150 51 180 92 192 130 159 104 162 162 172 173 174 175 180 1	40	Deming Public Schools	Battan Elementary	70	49	70	139	178	135	141	109	169	102
A3 Deming Public Schools Ruben S. Torres Elementary (Formerly Martin ES /Smith ES) 150 51 180 92 192 130 159 104 162	41	Deming Public Schools	Bell Elementary									85	46
Deming Public Schools Elementary (Formerly Martin ES /Smith ES) 150 51 180 92 192 130 159 104 162 162 144 Dulce Public Schools Dulce Elementary 100 85 100 87 100 78 80 72 80 145 Española Public Schools E. T. Salazar Elementary 80 55 81 54 75 45 Did not apply 90 146 Española Public Schools Hernandez Elementary 80 64 80 41 74 37 60 69 80 147 148 147 148	42	Deming Public Schools	Columbus Elementary									316	337
Española Public Schools E. T. Salazar Elementary 80 55 81 54 75 45 Did not apply 90	43	Deming Public Schools	Elementary (Formerly	150	51	180	92	192	130	159	104	162	108
46 Española Public Schools Hernandez Elementary 80 64 80 41 74 37 60 69 80 47 Gadsden Ind. Schools Berino Elementary 90 49 Did not apply Did not apply Did not apply Did not apply 48 Gadsden Ind. Schools Chaparral Elementary 95 37 105 78 140 95 80 51 72 49 Gadsden Ind. Schools Desert Trail Elementary 68 27 90 61 120 53 55 0 Did not apply 50 Gadsden Ind. Schools Desert View Elementary 103 75 90 84 100 68 120 67 100 51 Gadsden Ind. Schools Gadsden Elementary 53 72 69 66 45 47 Did not apply 52 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125 55 Total not apply Total not a	44	Dulce Public Schools	Dulce Elementary	100	85	100	87	100	78	80	72	80	70
47 Gadsden Ind. Schools Berino Elementary 90 49 Did not apply Did not apply Did not apply Did not apply 48 Gadsden Ind. Schools Chaparral Elementary 95 37 105 78 140 95 80 51 72 49 Gadsden Ind. Schools Desert Trail Elementary 68 27 90 61 120 53 55 0 Did not apply 50 Gadsden Ind. Schools Desert View Elementary 103 75 90 84 100 68 120 67 100 51 Gadsden Ind. Schools Gadsden Elementary 53 72 69 66 45 47 Did not apply Did not apply 53 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 <t< td=""><td>45</td><td>Española Public Schools</td><td>E. T. Salazar Elementary</td><td>80</td><td>55</td><td>81</td><td>54</td><td>75</td><td>45</td><td>Did no</td><td>t apply</td><td>90</td><td>63</td></t<>	45	Española Public Schools	E. T. Salazar Elementary	80	55	81	54	75	45	Did no	t apply	90	63
48 Gadsden Ind. Schools Chaparral Elementary 95 37 105 78 140 95 80 51 72 49 Gadsden Ind. Schools Desert Trail Elementary 68 27 90 61 120 53 55 0 Did not apply 50 Gadsden Ind. Schools Desert View Elementary 103 75 90 84 100 68 120 67 100 51 Gadsden Ind. Schools Gadsden Elementary 53 72 69 66 45 47 Did not apply Did not apply 52 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125	46	Española Public Schools	Hernandez Elementary	80	64	80	41	74	37	60	69	80	46
49 Gadsden Ind. Schools Desert Trail Elementary 68 27 90 61 120 53 55 0 Did not apply 50 Gadsden Ind. Schools Desert View Elementary 103 75 90 84 100 68 120 67 100 51 Gadsden Ind. Schools Gadsden Elementary 53 72 69 66 45 47 Did not apply Did not apply 53 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125	47	Gadsden Ind. Schools	Berino Elementary	90	49	Did not	apply	Did n	ot apply	Did no	t apply	Did no	t apply
50 Gadsden Ind. Schools Desert View Elementary 103 75 90 84 100 68 120 67 100 51 Gadsden Ind. Schools Gadsden Elementary 58 52 Gadsden Ind. Schools Mesquite Elementary 53 72 69 66 45 47 Did not apply Did not apply 53 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125	48	Gadsden Ind. Schools	Chaparral Elementary	95	37	105	78	140	95	80	51	72	56
Gadsden Ind. Schools Gadsden Elementary 53 Gadsden Ind. Schools Mesquite Elementary 53 Gadsden Ind. Schools Mesquite Elementary 53 Gadsden Ind. Schools Riverside Elementary 54 Gadsden Ind. Schools Sunland Park Elementary 54 Gadsden Ind. Schools Gadsden Ind. Schools Sunland Park Elementary 55 Did not apply 56 Did not apply 57 Did not apply 58 Did not apply 59 Did not apply 50 Did not apply 50 Did not apply 51 Did not apply 52 Did not apply 53 Did not apply 54 Did not apply 55 Did not apply 56 Did not apply 57 Did not apply 58 Did not apply 59 Did not apply 50 Did not apply 51 Did not apply 52 Did not apply 53 Did not apply 54 Did not apply 55 Did not apply 56 Did not apply 57 Did not apply 58 Did not apply 59 Did not apply 50 Did not apply 50 Did not apply 50 Did not apply	49	Gadsden Ind. Schools	Desert Trail Elementary	68	27	90	61	120	53	55	0	Did no	t apply
52 Gadsden Ind. Schools Mesquite Elementary 53 72 69 66 45 47 Did not apply Did not apply 53 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125	50	Gadsden Ind. Schools	Desert View Elementary	103	75	90	84	100	68	120	67	100	46
53 Gadsden Ind. Schools Riverside Elementary 95 57 120 No K-3 + Did not apply Did not apply 54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125	51	Gadsden Ind. Schools	Gadsden Elementary									58	32
54 Gadsden Ind. Schools Sunland Park Elementary 54 42 54 45 Did not apply 159 117 125	52	Gadsden Ind. Schools	Mesquite Elementary	53	72	69	66	45	47	Did no	t apply	Did no	t apply
•	53	Gadsden Ind. Schools	Riverside Elementary	95	57	120	No K-3 +	Did not apply		Did not apply		Did not apply	
55 Galsden Ind. Schools Vado Flementary 90 103 230 126 166 128 113 88	54	Gadsden Ind. Schools	Sunland Park Elementary	54	42	54	45	Did n	ot apply	159	117	125	95
Our Consider Find. Solitons vado Elementary 30 100 200 120 100 120 110 100 120	55	Gadsden Ind. Schools	Vado Elementary	90	103	230	126		166	128	113	88	150

	K 2 Dlug Studo	nt Cummony	Fiscal Ye	ar 2009	Fiscal Y	ear 2010	Fiscal Y	ear 2011	Fiscal Y	ear 2012	Fiscal Y	ear 2013
	K–3 Plus Stude	ill Sullillary	Summe	r 2008	Summe	er 2009	Summe	er 2010	Summer 2011		Summer 2012	
#	LEA	SCHOOL	# Students in Application	# Students Registered	# Students in Applicatio n	# Students Registered	# Students in Application	# Students Registered	# Students in Applicatio n	# Students Registered	# Students in Application	# Students Registered
50	Gallup-McKinley County PS	Chee Dodge Elementary	80	36	80	37	80	55	55	51	60	67
51	Gallup-McKinley County PS	Church Rock Academy	80	35	80	52	Did no	t apply	Did no	ot apply	65	52
52	Gallup-McKinley County PS	David Skeet Elementary	75	39	80	63	Did no	t apply	Did no	ot apply	Did not a	
53	Gallup-McKinley County PS	Juan De Onate Elementary	80	41	100	74	Did no	t apply	Did no	ot apply	Did not a	
54	Gallup-McKinley County PS	Navajo Elementary	120	37	80	38	Did no	t apply	Did no	ot apply	Did not a	pply
55	Gallup-McKinley County PS	Ramah Elementary	75	32	75	23	48	46	40	28	48	40
56	Gallup-McKinley County PS	Rocky View Elementary	90	39	120	67	100	49	80	50	80	47
57	Gallup-McKinley County PS	Stagecoach Elementary	80	45	120	44	80	62	65	54	95	84
58	Gallup-McKinley County PS	Thoreau Elementary	55	35	80	47	Did no	t apply	Did no	ot apply	Did not a	pply
59	Gallup-McKinley County PS	Tohatchi Elementary	80	42	102	60	Did no	t apply	Did no	ot apply	Did not a	pply
60	Gallup-McKinley County PS	Twin Lakes Elementary	52	26	80	25	Did no	t apply	Did no	ot apply	Did not a	pply
61	Hatch Valley Public Schools	Hatch Elementary									142	125
62	Hobbs Municipal Schools	Edison Elementary									43	29
63	Hobbs Municipal Schools	Jefferson Elementary School	40	24	84	54	Did no	t apply	Did no	ot apply	43	36
64	Hobbs Municipal Schools	Southern Heights Elementary	80	67	84	71	Did not apply		Did no	ot apply	43	38
65	Hobss Municipal Schools	Will Rogers Elementary									43	40
66	Jemez Mountain PS	Lybrook Elementary School	40	42	45	34	36 16		Did not apply		Did not apply	
67	Jemez Valley Public Schools	San Diego Riverside Charter	39	30	37	29	51	32	40	38	49	25

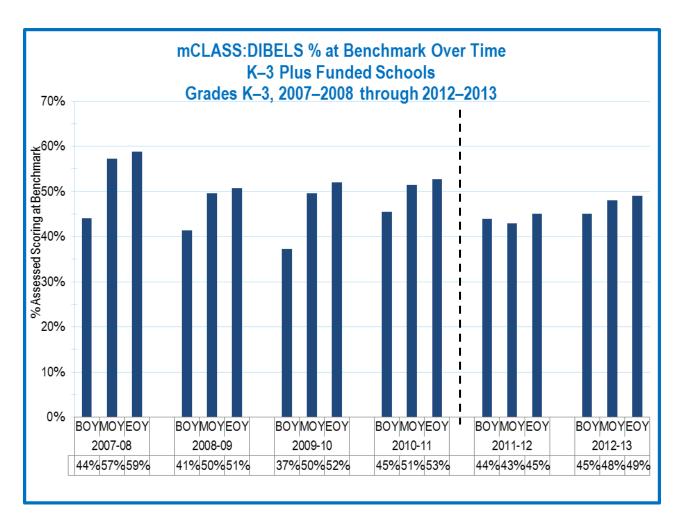
	V 2 Dlug Stude	ant Cummany	Fiscal Y	ear 2009	Fiscal Y	ear 2010	Fiscal Y	ear 2011	Fiscal Y	ear 2012	Fiscal Y	ear 2013
	K–3 Plus Stude	ent Summary	Summe	er 2008	Summ	er 2009	Summe	Summer 2010		Summer 2011		er 2012
#	LEA	SCHOOL	# Students in Application	# Students Registered								
68	Las Cruces Public Schools	Alameda Elementary									160	62
69	Las Cruces Public Schools	Central Elementary									160	81
70	Las Cruces Public Schools	Cesar Chavez/Sunrise Elem.	132	139	180	166	Not F	unded	Not Fi	unded	200	174
71	Las Cruces Public Schools	Conlee Elementary	160	127	220	160	160	142	Did no	t apply	200	143
72	Las Cruces Public Schools	Hermosa Heights Elementary									200	31
73	Las Cruces Public Schools	Mac Arthur Elementary	160	142	160	Incomplete Data	160	158	Did no	t apply	200	178
68	Las Cruces Public Schools	Mesilla Park Elementary	220	106	160	100	160	124	Did no	t apply	160	104
69	Las Cruces Public Schools	Sunrise Elementary	80	73	180	Incomplete Data	Not F	unded	Did not apply		with Cesa	ar Chavez
70	Las Cruces Public Schools	Valley View Elementary	220	158	180	117	160	90	Did no	Did not apply		t apply
71	Las Cruces Public Schools	B.T. Washington Elementary	160	133	160	Incomplete Data	240	122	Did no	t apply	200	171
72	La Promesa Charter School	La Promesa Charter School	62	56	104	136	170	152	110	165	191	195
73	Los Lunas Public Schools	Ann Parish Elementary	240	167	240	158	Not F	unded	Not F	unded	48	32
74	Los Lunas Public Schools	Desert View Elementary	240	136	240	164	165	116	120	122	100	81
75	Loving Municipal Schools	Loving Elementary	88	93	162	94	136	45	154	82	Did	not apply
76	Magdalena Municipal Schools	Magdalena Elementary	68	42	102	55	(Not Funded-	–not 25 days)	Not F	unded	48	23
77	Peñasco Independent Schools	Peñanco Elementary	55	35	70	61	Decline	d Award	Not Funded		Did not a	pply
78	Santa Fe Public Schools	Agua Fria Elementary School	80	28	100	No K-3 +	Did not apply Did not apply		Did not a	pply		
79	Santa Fe Public Schools	Kaune Elementary School	Did no	t apply	Incomplete Data	50	School closed School closed		School	closed		
80	Santa Fe Public Schools	Larragoite Elementary School	40	38	100	57	School closed School closed		School closed			
81	Santa Fe Public Schools	Ramirez Thomas Elementary	80	35	100	No K-3 +	Did not apply Did not apply		y Did not apply			
82	Santa Fe Public Schools	R.M. Sweeney School	120	113	200	157	200	173	173 260 152		260	151
83	Santa Fe Public Schools	Salazar Elementary School	60	33	80	58	60	45	Did no	t apply	120	82

	K 2 Dluc Studen	t Cummoru	Fiscal Y	ear 2009	Fiscal Y	ear 2010	Fiscal Y	ear 2011	Fiscal Y	ear 2012	Fiscal Y	ear 2013
	K–3 Plus Studen	Confinally	Summe	er 2008	Summe	er 2009	Summer 2010		Summe	er 2011	Summer 2012	
#	LEA	SCHOOL	# Students in Application	# Students Registered								
84	Questa Independent Schools	Alta Vista Elementary	60	30	60	58		unded olication)	Did no	t apply	Did no	t apply
85	Questa Independent Schools	Rio Costilla Elementary	9	10	20	Incomplete Data		unded olication)	Did no	t apply	Did no	t apply
86	Roswell Independent Schools	East Grand Plains Elem.	126	80	Did no	ot apply	Did no	ot apply	Did no	t apply	Did no	t apply
87	Roswell Independent Schools	Pecos Elementary	126	129	168	228	Did no	ot apply	Did no	t apply	Did no	t apply
88	Roswell Independent Schools	Sunset Elementary	74	80	Did no	ot apply	Did no	ot apply	Did no	t apply	Did no	t apply
89	Silver Consolidated Schools	Sixth Street Elementary	45	49	61	41	64	59	70	66	88	61
90	Socorro Consolidated Schools	Parkview Elementary	80	71	80	73	80	80	80	77	80	84
91	Taos Municipal Schools	Arryo Del Norte Elementary	69	59	64	52	76	62	Did no	ot apply	Did no	t apply
92	Taos Municipal Schools	Enos Garcia Elementary	320	183	235	159	Not fi	unded	114	91	120	126
93	Taos Municipal Schools	Ranchos De Taos Elem.	150	112	152	92	152	110	114	100	130	115
94	Truth or Consequences	Arrey Elementary	55	51	96	64	Did no	ot apply	Did no	t apply	Did no	t apply
	Truth or Consequences	T or C Elementary									277	120
95	West Las Vegas Public Schools	Don Cecilio/Valley	80	39	80	46	40	17	Did no	ot apply	Did not a	apply
96	West Las Vegas Public Schools	Luis Armijo/Valley	80	50	80	42	40	18	Did no	ot apply	Did not a	apply
97	West Las Vegas Public Schools	Valley Elementary	80	0	80	0	Did no	ot apply	Did no	ot apply	Did no	t apply
		A:shiwi Elementary									160	147
	Totals		10340	6996	11138	7537	8011	5816	6630	4941	9295	6683
	Percent age of Students in Appl Registered for K–3 Plus	lication That Actually		67.65%		67.66%		72.60%		74.52%		77%

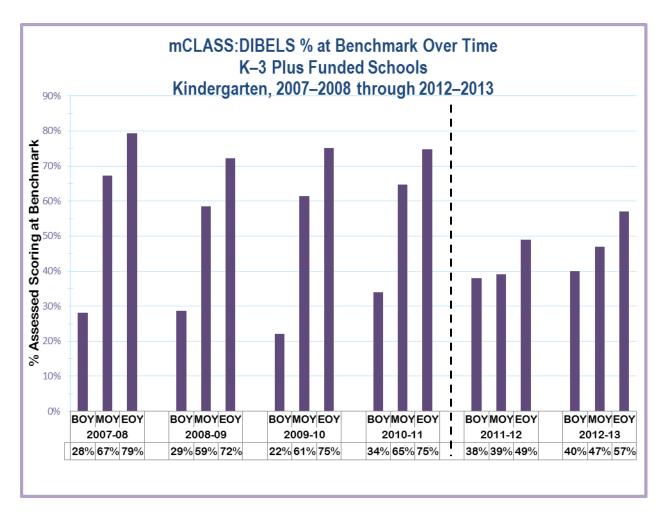
Assessment Results

In literacy, the state-adopted assessment in kindergarten and in grades one through three consists of at least bimonthly progress monitoring and three benchmark dates. Literacy results for K–3 Plus funded schools from the school year 2007–2008 through the school year 2012–2013 are provided below. It should be noted that the program schools switched to DIBELS Next in 2011–2012, and thus the results prior to that year are not purely comparable.

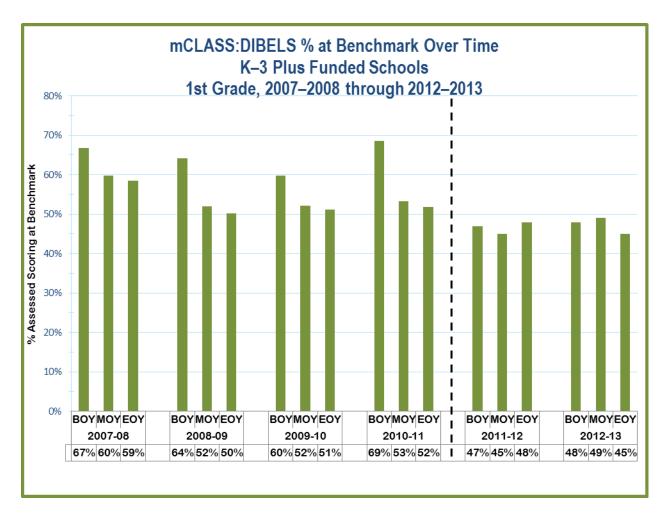
mCLASS: DIBELS K-3 Aggregated Over Time



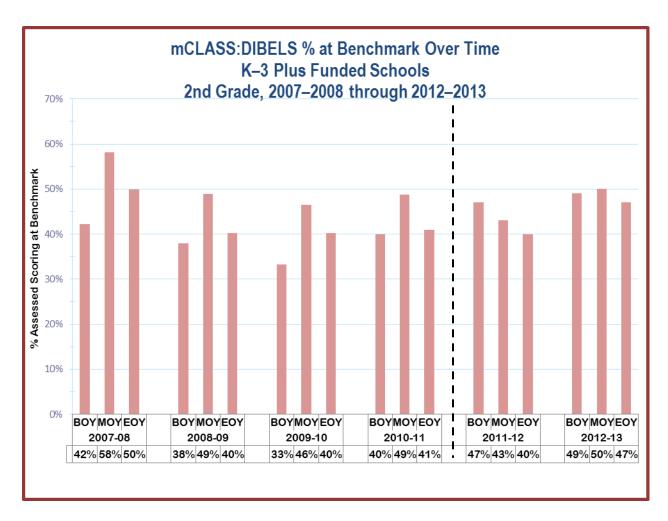
mCLASS: DIBELS Kindergarten Over Time



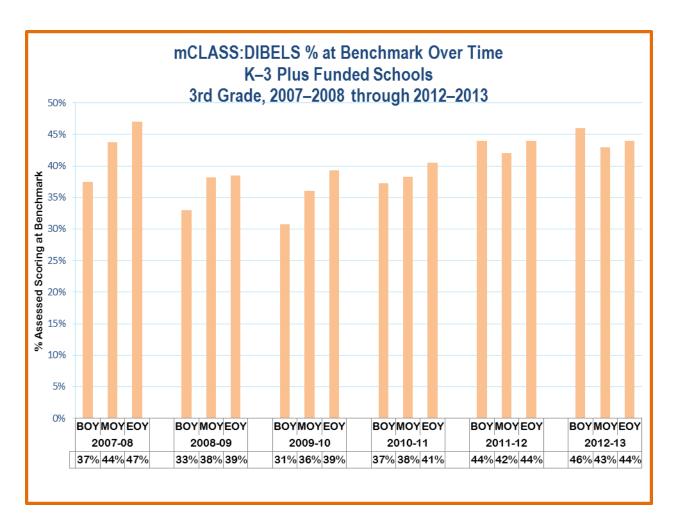
mCLASS: DIBELS First Grade Over Time



mCLASS: DIBELS Second Grade Over Time



mCLASS: DIBELS Third Grade Over Time



SBA results for the school year 2012–2013 for third and fourth grades are provided below.

			Third Grade SBA Proficient and Above*			urth Grade S cient and Ab	
#	LEA	SCHOOL	Reading	Math	Reading	Math	Science
1	Albuquerque Public Schools	Adobe Acres Elementary	40.00%	36.00%	36.20%	40.40%	42.60%
2	Albuquerque Public Schools	Alamosa Elementary	56.20%	46.10%	41.10%	24.30%	40.50%
3	Albuquerque Public Schools	Armijo Elementary	33.30%	25.00%	23.80%	30.20%	43.50%
4	Albuquerque Public Schools	Atrisco Elementary	63.00%	50.90%	45.60%	30.40%	32.10%
5	Albuquerque Public Schools	Barcelona Elementary	41.40%	45.70%	32.90%	30.50%	40.20%
6	Albuquerque Public Schools	Dolores Gonzales Elementary	43.90%	51.50%	50.00%	58.30%	61.70%
7	Albuquerque Public Schools	Duranes Elementary	41.50%	63.40%	21.60%	27.00%	29.00%
8	Albuquerque Public Schools	East San Jose Elementary	34.70%	36.10%	37.30%	37.30%	45.80%
9	Albuquerque Public Schools	Edward Gonzales	38.50%	29.10%	34.80%	37.70%	41.20%
10	Albuquerque Public Schools	Helen Cordero					
11	Albuquerque Public Schools	Emerson Elementary	31.90%	39.10%	31.70%	18.20%	28.80%
12	Albuquerque Public Schools	Eubank Elementary	32.40%	27.40%	39.00%	35.00%	41.20%
13	Albuquerque Public Schools	Eugene Field Elementary	47.40%	63.20%	35.80%	52.80%	52.80%
14	Albuquerque Public Schools	Hawthorne Elementary	30.30%	21.30%	23.50%	27.10%	23.50%
15	Albuquerque Public Schools	Kirtland Elementary	58.70%	45.70%	37.30%	44.10%	50.80%
16	Albuquerque Public Schools	Kit Carson Elementary	33.30%	27.00%	26.70%	23.30%	27.90%
17	Albuquerque Public Schools	La Luz Elementary	38.10%	33.30%	33.30%	20.80%	33.30%
18	Albuquerque Public Schools	La Mesa Elementary	44.10%	37.50%	25.00%	19.60%	29.30%
19	Albuquerque Public Schools	Lavaland Elementary	28.90%	17.80%	27.70%	23.20%	25.00%
20	Albuquerque Public Schools	Los Padillas Elementary	40.00%	25.70%	26.80%	29.30%	41.50%
21	Albuquerque Public Schools	Lowell Elementary	25.00%	15.60%	21.60%	5.90%	32.00%
22	Albuquerque Public Schools	Mountain View Elementary	37.30%	35.80%	20.60%	17.70%	24.20%
23	Albuquerque Public Schools	Reginald Chavez	56.10%	56.10%	43.90%	29.80%	47.40%
24	Albuquerque Public Schools	Valle Vista Elementary	34.90%	48.80%	24.70%	28.60%	39.00%
25	Albuquerque Public Schools	Wherry Elementary	19.60%	25.30%	21.60%	31.10%	24.30%
26	Albuquerque Public Schools	Whittier Elementary	30.60%	22.20%	25.00%	28.30%	25.40%
27	Bernalillo Public Schools	Algodones Elementary	58.30%	45.80%	13.00%	8.70%	21.70%
28	Bernalillo Public Schools	Santo Domingo Elementary	30.00%	35.00%	24.40%	17.10%	32.50%
29	Carrizozo Municipal Schools	Carrizozo Elementary	80.00%	40.00%	45.50%	27.30%	72.70%
30	Central Consolidated Schools	Naschitti Elementary	16.70%	16.70%	40.00%		50.00%
31	Central Consolidated Schools	Nataani Nez Elementary		Sc	chool Close	d	
32	Central Consolidated Schools	Newcomb Elementary	45.10%	49.00%	52.50%	69.20%	35.90%
33	Central Consolidated Schools	Nizhoni Elementary	39.60%	37.50%	7.70%	10.30%	2.60%
34	Central Consolidated Schools	Eva B. Stokely Elementary	43.50%	39.70%	44.30%	42.00%	35.30%
35	Central Consolidated Schools	Mesa Elementary	31.00%	8.60%	30.00%	28.30%	20.00%

^{*}While *Reading* and *Math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

			Third Grade SBA Proficient and Above*			urth Grade S cient and Ab	
#	LEA	SCHOOL	Reading	Math	Reading	Math	Science
36	Clovis Municipal Schools	Cameo Elementary	69.80%	81.40%	32.60%	54.30%	58.70%
37	Cuba Independent Schools	Cuba Elementary	46.20%	50.00%	37.90%	55.20%	51.70%
38	Deming Public Schools	Battan Elementary	40.00%	30.00%	29.10%	30.40%	45.60%
39	Deming Public Schools	Bell Elementary	32.00%	19.20%	27.30%	22.70%	18.20%
40	Deming Public Schools	Columbus Elementary	55.00%	38.80%	24.70%	44.40%	33.30%
41	Deming Public Schools	Ruben S. Torres Elementary (Formerly Martin ES /Smith ES)	28.60%	20.80%	25.30%	20.30%	25.30%
42	Dulce Public Schools	Dulce Elementary	31.70%	15.90%	25.00%	18.30%	39.00%
43	Espanola Public Schools	Eutimio "Tim" Salazar Elementary	41.90%	44.20%	21.60%	27.00%	35.10%
44	Espanola Public Schools	Hernandez Elementary	21.10%	5.30%	16.70%	0.00%	11.10%
45	Gadsden Independent Schools	Berino Elementary	39.70%	39.70%	42.90%	46.80%	48.10%
46	Gadsden Independent Schools	Chaparral Elementary	46.00%	59.00%	31.70%	57.40%	61.40%
47	Gadsden Independent Schools	Desert Trails Elementary	51.70%	55.80%	36.50%	51.30%	45.20%
48	Gadsden Independent Schools	Desert View Elementary	56.30%	62.00%	56.80%	86.40%	56.80%
49	Gadsden Independent Schools	Gadsden Elementary	61.50%	56.40%	41.50%	54.30%	51.90%
50	Gadsden Independent Schools	Mesquite Elementary	46.50%	41.90%	26.20%	26.20%	28.60%
51	Gadsden Independent Schools	Riverside Elementary	44.90%	55.10%	24.20%	22.10%	28.40%
52	Gadsden Independent Schools	Sunland Park Elementary	66.00%	69.80%	27.50%	23.50%	33.30%
53	Gadsden Independent Schools	Vado Elementary	42.10%	29.80%	36.20%	34.80%	30.40%
54	Gallup-McKinley County PS	Chee Dodge Elementary	21.10%	20.50%	11.90%	11.90%	20.30%
55	Gallup-McKinley County PS	Church Rock Academy	26.50%	44.90%	20.50%	28.20%	28.20%
56	Gallup-McKinley County PS	David Skeet Elementary	18.50%	29.60%	20.50%	15.90%	22.70%
57	Gallup-McKinley County PS	Juan De Onate Elementary	29.60%	37.70%	20.50%	20.50%	29.50%
58	Gallup-McKinley County PS	Navajo Elementary	14.00%	21.40%	10.80%	21.60%	18.90%
59	Gallup-McKinley County PS	Ramah Elementary	12.00%	24.00%	27.80%	50.00%	33.30%
60	Gallup-McKinley County PS	Rocky View Elementary	27.90%	48.80%	10.20%	40.80%	30.60%
61	Gallup-McKinley County PS	Stagecoach Elementary	24.50%	32.70%	12.50%	12.50%	15.00%
62	Gallup-McKinley County PS	Thoreau Elementary	31.60%	54.40%	42.90%	50.00%	35.70%
63	Gallup-McKinley County PS	Tohatchi Elementary	55.20%	72.40%	25.60%	12.80%	17.90%
64	Gallup-McKinley County PS	Twin Lakes Elementary	34.40%	53.10%	12.10%	33.30%	18.20%
65	Hatch Valley Public Schools	Hatch Elementary		ŀ	<-2 School		

*While *Reading* and *Math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

			Third Grade SBA Proficient and Above*			ırth Grade S cient and Ab	
#	LEA	SCHOOL	Reading	Math	Reading	Math	Science
66	Hobbs Municipal Schools	Edison Elementary	62.80%	60.50%	37.70%	53.70%	40.70%
67	Hobbs Municipal Schools	Jefferson Elementary School	45.20%	50.00%	35.80%	47.80%	32.80%
68	Hobbs Municipal Schools	Southern Heights Elementary	37.90%	37.90%	18.60%	20.30%	11.90%
69	Hobbs Municipal Schools	Will Rogers Elementary	57.10%	50.00%	33.30%	34.60%	33.30%
70	Jemez Mountain Public Schools	Lybrook Elementary School	**	**	**	**	**
71	Jemez Valley Public Schools	San Diego Riverside Charter	**	**	**	**	**
72	Las Cruces Public Schools	Alameda Elementary	38.60%	40.80%	41.80%	47.30%	53.30%
73	Las Cruces Public Schools	Central Elementary	51.00%	35.30%	34.00%	28.00%	50.00%
74	Las Cruces Public Schools	Cesar Chavez Elementary			K-2 Scho	ol	
75	Las Cruces Public Schools	Conlee Elementary	43.50%	37.60%	40.70%	33.70%	41.90%
76	Las Cruces Public Schools	Hermosa Heights Elementary	53.00%	45.80%	34.70%	30.60%	54.20%
77	Las Cruces Public Schools	Mac Arthur Elementary	42.90%	35.70%	36.50%	28.60%	38.10%
78	Las Cruces Public Schools	Mesilla Park Elementary	57.70%	50.70%	34.10%	36.50%	42.40%
79	Las Cruces Public Schools	Sunrise Elementary	53.50%	39.20%	42.70%	47.70%	51.00%
80	Las Cruces Public Schools	Valley View Elementary	47.00%	39.40%	38.60%	27.10%	42.90%
81	Las Cruces Public Schools	B.T. Washington Elementary	50.00%	33.30%	31.90%	27.70%	40.40%
82	La Promesa Charter School	La Promesa State Charter School	50.00%	50.00%	10.00%	10.00%	20.00%
83	Los Lunas Public Schools	Ann Parish Elementary	39.70%	31.00%	35.50%	27.40%	40.30%
84	Los Lunas Public Schools	Desert View Elementary	46.40%	53.60%	33.80%	33.80%	35.30%
85	Loving Municipal Schools	Loving Elementary	37.50%	37.50%	24.20%	30.30%	33.30%
86	Magdalena Municipal Schools	Magdalena Elementary	39.10%	21.70%	7.10%	28.60%	28.60%
87	Peñasco Independent Schools	Peñasco Elementary	57.10%	57.10%	50.00%	20.00%	45.00%
88	Santa Fe Public Schools	Agua Fria	45.90%	39.30%	21.90%	19.20%	32.90%
89	Santa Fe Public Schools	Kaune		School close	ed at the end	of SY2009	
90	Santa Fe Public Schools	Larragoite Elementary School		School close	ed at the end	of SY2010	
91	Santa Fe Public Schools	Ramirez Thomas Elementary	34.80%	35.40%	30.70%	48.00%	45.30%
92	Santa Fe Public Schools	R.M. Sweeney School	36.00%	23.00%	31.90%	20.20%	40.40%
93	Santa Fe Public Schools	Salazar Elementary School	35.80%	30.20%	30.20%	26.40%	50.90%

^{*}While *Reading* and *Math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

¹ Proficiencies for groups with fewer than 10 students are masked

			Third Grade SBA Proficient and Above*			ırth Grade S cient and Ab	
#	LEA	SCHOOL	Reading	Math	Reading	Math	Science
94	Questa Independent Schools	Alta Vista Elementary	65.00%	47.60%	**	**	**
95	Questa Independent Schools	Rio Costilla Elementary	**Proficiencie	s for groups wi	th fewer than 10) students are	masked.
96	Roswell Independent Schools	East Grand Plains Elementary	75.00%	79.20%	42.50%	55.00%	40.00%
97	Roswell Independent Schools	Pecos Elementary	63.80%	79.40%	39.10%	68.30%	57.10%
98	Roswell Independent Schools	Sunset Elementary	35.90%	53.10%	28.60%	21.80%	29.10%
99	Silver Consolidated Schools	Sixth Street Elementary	70.40%	57.70%	38.50%	38.50%	50.00%
100	Socorro Consolidated Schools	Parkview Elementary	42.50%	39.60%	**	**	**
101	Taos Municipal Schools	Arroyo Del Norte Elementary	46.20%	46.20%	50.00%	59.10%	77.30%
102	Taos Municipal Schools	Enos Garcia Elementary	44.30%	33.00%	33.30%	18.80%	35.60%
103	Taos Municipal Schools	Ranchos De Taos Elementary	31.50%	31.50%	48.50%	29.20%	40.90%
104	Truth or Consequences	Arrey Elementary	45.50%	20.00%	44.40%	31.80%	50.00%
105	Truth or Consequences	T or C Elementary	54.70%	54.70%		K-3 School	
106	West Las Vegas Public Schools	Don Cecilio/Valley	60.70%	67.90%	64.70%	47.10%	55.90%
107	West Las Vegas Public Schools	Luis Armijo/Valley	K-1 School				
108	West Las Vegas Public Schools	Valley Elementary	50.00%	28.60%	30.80%	46.20%	76.90%
109	Zuni Public School District	AShiwi Elementary	K-2 School				

^{*}While *Reading* and *Math* proficiencies are calculated separately, the percentages may occasionally match due to the small group sizes represented in a single grade.

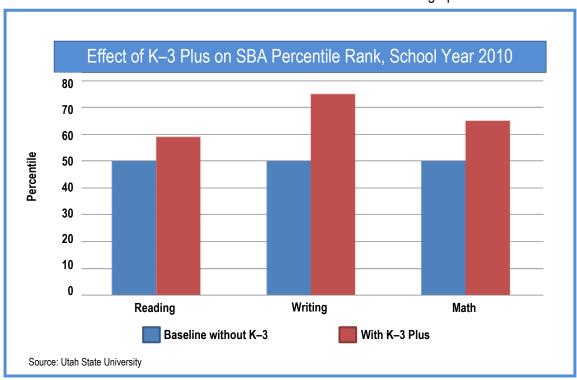
**Proficiencies for groups with fewer than 10 students are masked.

		Statewide So	cores
Grade	Reading	Math	Science
Third Grade	55.20%	51.00%	Not tested
Fourth Grade	45.70%	45.40%	53.00%

Trends

With the enactment of House Bill 14 in the 2012 legislative session, the K–3 Plus program has completed its first year as a permanent program in the PED. This program has demonstrated successes in various areas which include: increased student participation among targeted populations, continued progress towards teacher efficacy, and increased student scores in the DIBELS Next as compated to students not participating in this program.

On July 12, 2012, the Legislative Finance Committee issued a report entitled *Developing Early Literacy in New Mexico*⁵. The report cited a study conducted by Utah State University that "found positive effects on third-grade reading, writing, and math SBA performance and estimated the benefits from reduced grade retention and remediation services offset all K–3 Plus costs." Initial data released included this graph:



It is envisioned that legislative funding and initiatives will support increased enrollment for K–3 Plus program in succeeding fiscal years. The National Governors Association October 2013 report stated, "The end of third grade is a critical milestone for most students because it marks the point at which they must have mastered foundational language and literacy skills necessary to succeed in other subject areas. Beginning in fourth grade, students are expected to read accurately and fluently, increasing their capacity to understand written text to learn and evaluate new information and, in turn, to generate and communicate ideas."

As this critically important program expands, the PED K–3 Plus staff continues to support teacher training encompassing the reading coaching model. School visits continue to focus on the objectives of the K-3 Plus program goals. Program data analysis provides the PED staff with invaluable evidence to develop targeted guidance regarding student achievement.

⁵ Developing Early Literacy in New Mexico

⁶ NGA Center for Best Practices 2013

Conclusion

The National Governors Association's most recent report noted that "80% of low-income children are not reading by the end of third grade." The three challenges to reading success are:

- 1) The Readiness Gap: Too many children from low-income families begin school already behind,
- 2) The Attendance Gap (Chronic Absence) many children from low-income families miss many days of school,
- 3) The Summer slide (Summer Learning loss) Too many children lose ground over the summer months.⁷

With this in mind, the K–3 Plus Program increased instructional time for over 11,000 students in the early grades since 2008. This can help the three challenges as noted by the Governors Association for disadvantaged students and other students and increase test scores in literacy and math for all participating students. Starting the regular school year 25 days early provides teachers with additional opportunities to fully implement the core curriculum with fidelity. This practice ensures that the most at-risk students are given the extra intervention they need through the state's Rtl framework. K–3 Plus reaches New Mexico's most at-risk students through targeting schools with 85% or more students eligible for free or reduced-fee lunch. The change in legislation for FY14 to increase the eligibility to 80% or more students eligible for free or reduced-fee lunch or D or F school grade, allows for the opportunity to reach even more at-risk students.

Additional staffing at the PED is providing a significant increase in monitoring and oversight of the program, including crucial support for districts/schools by targeting student achievement. Increased assistance addressing issues with recruitment, attendance, assessment, data reporting, and safeguarding adherence to program guidelines and requirements, increases the efficacy of the program. Most importantly, increased support for best practice and quality of education ensures that the additional instructional time provided for students is effective additional instructional time, which is the fundamental intent of the K–3 Plus program.⁸

⁷ Association, A Governor's Guide to Early Literacy 2013

⁸ NGA Center for Best Practices 2013

Glossary and Acronyms

Glossary

DIBELS Next

Most recent version of DIBELS, an assessment used to measure acquisition of elementary literacy skills, such as phonemic awareness, alphabetic principle, accuracy, and fluency in oral reading, and comprehension.

mCLASS:DIBELS Next

DIBELS Next software and online data collection.

Acronyms

CCSS Common Core State Standards

FY Fiscal Year

LEA Local Education Agency
PED Public Education Department

SBA New Mexico Standards Based Assessment
STARS Student Teacher Accountability Reporting System

SY School Year